

## BRITTON'S NECK ELEMENTARY

6882 Hwy 908  
Gresham, SC 29546

**GRADES** PK-6 Elementary School

**ENROLLMENT** 192 Students

**PRINCIPAL** Jean Pearson 843-362-3510

**SUPERINTENDENT** Dr. Everette M. Dean, Jr. 843-423-2891

**BOARD CHAIR** Mrs. Sylvia Holmes 843-661-8065

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	42	42	3

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 11 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

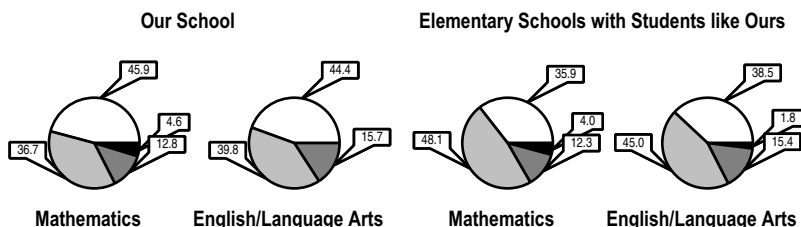
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




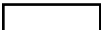
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	19	24	18
Percent satisfied with learning environment	100.0%	78.3%	76.5%
Percent satisfied with social and physical environment	94.4%	87.0%	70.6%
Percent satisfied with home-school relations	66.7%	91.3%	66.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	120	99.2	44.4	39.8	15.7	N/A	15.7	17.6
Gender								
Male	54	98.1	50.0	39.1	10.9	N/A	10.9	17.6
Female	66	100.0	40.3	40.3	19.4	N/A	19.4	17.6
Racial/Ethnic Group								
White	36	100.0	21.4	57.1	21.4	N/A	21.4	17.6
African-American	75	100.0	54.1	33.8	12.2	N/A	12.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	88.9	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	80	98.8	26.8	49.3	23.9	N/A	23.9	17.6
Disabled	40	100.0	78.4	21.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	120	99.2	44.4	39.8	15.7	N/A	15.7	17.6
English Proficiency								
Limited English proficient	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	118	100.0	44.4	39.8	15.7	N/A	15.7	17.6
Socio-Economic Status								
Subsidized meals	109	99.1	45.5	39.4	15.2	N/A	15.2	17.6
Full-pay meals	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	120	100.0	45.9	36.7	12.8	4.6	17.4	15.5
Gender								
Male	54	100.0	44.7	40.4	10.6	4.3	14.9	15.5
Female	66	100.0	46.8	33.9	14.5	4.8	19.4	15.5
Racial/Ethnic Group								
White	36	100.0	35.7	35.7	25.0	3.6	28.6	15.5
African-American	75	100.0	51.4	36.5	6.8	5.4	12.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	80	100.0	33.3	40.3	19.4	6.9	26.4	15.5
Disabled	40	100.0	70.3	29.7	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	120	100.0	45.9	36.7	12.8	4.6	17.4	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	118	100.0	45.4	37.0	13.0	4.6	17.6	15.5
Socio-Economic Status								
Subsidized meals	109	100.0	48.0	35.0	12.0	5.0	17.0	15.5
Full-pay meals	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	24	N/A	45.8	25.0	25.0	4.2	29.2
	Grade 4	34	N/A	33.3	57.6	9.1	N/A	9.1
	Grade 5	20	N/A	25.0	65.0	10.0	N/A	10.0
	Grade 6	28	N/A	38.5	50.0	11.5	N/A	11.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	57.1	35.7	7.1	N/A	7.1
	Grade 4	28	100.0	32.1	39.3	28.6	N/A	28.6
	Grade 5	35	97.1	51.7	34.5	13.8	N/A	13.8
	Grade 6	25	100.0	34.8	52.2	13.0	N/A	13.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	24	N/A	37.5	45.8	12.5	4.2	16.7
	Grade 4	34	N/A	48.5	27.3	21.2	3.0	24.2
	Grade 5	20	N/A	35.0	50.0	15.0	N/A	15.0
	Grade 6	28	N/A	65.4	30.8	3.8	N/A	3.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	57.1	28.6	10.7	3.6	14.3
	Grade 4	28	100.0	28.6	35.7	25.0	10.7	35.7
	Grade 5	35	100.0	50.0	36.7	13.3	N/A	13.3
	Grade 6	25	100.0	47.8	47.8	N/A	4.3	4.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 192)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Down from 5.7%	2.5%	2.4%
Attendance rate	95.6%	Up from 95.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.4%	Down from 9.5%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.8%	Down from 7.5%	7.3%	8.0%
Older than usual for grade	0.5%	Down from 2.1%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	56.3%	Up from 28.6%	46.8%	50.0%
Continuing contract teachers	81.3%	Down from 92.9%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Down from 85.3%	79.6%	86.2%
Teacher attendance rate	96.9%	Down from 97.5%	95.1%	95.3%
Average teacher salary	\$35,753	Up 5.2%	\$38,222	\$39,909
Prof. development days/teacher	23.6 days	Up from 13.4 days	12.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	19.3 to 1	Down from 20.3 to 1	16.9 to 1	18.9 to 1
Prime instructional time	89.4%	Down from 91.1%	88.7%	89.7%
Dollars spent per pupil*	\$7,062	N/A	\$6,854	\$5,892
Percent spent on teacher salaries*	56.8%	N/A	63.3%	66.6%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Students' academic growth is very important to the progress made on this report card. Improvement can only come from the cooperative efforts of teachers, administrators, parents, students, and the community. At Britton's Neck Elementary, we are committed to providing exciting, effective learning experiences for our students. Our focus is on the following: integration of language and literacy across the curriculum, thematic units that cross content areas, increased attention to reading and its connection to writing, reading and writing journals, the use of technology to enhance all subjects, a multi-sensory approach to learning, standards-based assessments, rubrics, and portfolios, hands-on math and science, varying teaching methods (whole group, small group, and individual), and the four block reading model.

We continue to use common planning time for teachers to meet once a week to coordinate lesson plans, develop and adjust short and long term goals, develop and revise instructional units, and develop and refine assessments aligned to state standards. Every two weeks teachers participate in a class to learn best practices in Language Arts. Teachers receive the on-going support of a fully trained literacy coach who observes, models, and gives feedback.

Britton's Neck teachers participated in a variety of professional development during the past year to enhance their teaching skills including: hands-on science and math, computer-assisted instruction, four blocks literacy model, curriculum and assessment writing, state standards, curriculum calibration, and early childhood rating scale training.

At Britton's Neck Elementary we strive to make family, home, and community an integral part of the learning process. The principal, teachers, and staff have high expectations for themselves and for our students. Improved achievement is everyone's responsibility. It requires that we work together as a team and working together we will make a difference for our children.

Jean Pearson, Principal.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.